Effective Instruction
Turnaround Principle #3

The focus of this article for this month is Turnaround Principle 3 –Effective Instruction. Turnaround Principles are not only used as a strategic system to support schools that may be struggling, but more importantly the eight principles are indicators for high performing schools. When discussing Turnaround Principle 3 it is important to emphasize that there are many components that come together to create an environment of high quality effective best practices that develop into effective instruction. These components are outlined in the following reading.

Learning Objectives
Learning objectives must be posted and referred to within the lesson. These set the tone for students of what students are learning, the purpose, and how it applies to their life. The learning objective must be clear and measureable. It is essential that these objectives are aligned to the curriculum, Indiana Academic standards, and also align to the assessments that the student will be given.

Instructional Strategies
It is important to implement instructional strategies that require active engagement. Effective instruction demands the use of a variety of instructional and response strategies to meet the needs of multiple learning styles. It is also important for teachers to utilize student learning data from formal and informal assessments to intentionally select these strategies to maximize student engagement and growth.

Checking for Understanding
Checks for understanding (CFUs) are often neglected as an essential point within a lesson to help gauge student understanding or learning to help inform, monitor, and adjust instruction. Data from CFUs can and should be utilized to select instructional strategies and develop student groupings. When implemented effectively most students will master the objectives on first instruction and those that do not should be given further support. Administrators should monitor the use of CFUs during informal walk-throughs and formal observations.

Content Knowledge
It is important that all teachers are highly qualified in the area to be taught and have the necessary content knowledge to support effective instruction. Lessons need to be relevant rich with relevant standards-based content. The teacher is effective in approaching the content from multiple angles to support all learning styles. Also in effective classrooms students are highly engaged and are asking relevant questions that are addressed by the teacher or other students.

Use of Data
Effective teachers have the skills to utilize multiple measures of data which include diagnostic, formative, and summative data to differentiate and improve student achievement. It is important to establish a culture that data is reviewed in every teacher meeting to allow the staff to collaborate as a team to meet the needs of students. The use of data from CFUs and evidence from student learning can be utilized to re-teach and spiral as needed. It is essential that data is reviewed in a systematic way to identify students that are not mastering the basic skills so that they can be given diagnostic assessment to target their learning needs.

High Expectations
In effective schools and classrooms, teachers hold high expectations for all students academically and behaviorally. These educators believe that all students can achieve to the highest potential when provided high quality rigorous instruction. It is important that depth of knowledge and high level questioning are utilized in instruction as required with the new standards as well as the upcoming state assessment. High expectations are also established in not allowing students to give up or not respond when the work is viewed as too hard. Academic progress is monitored through discussion of student data with the leadership team. The leadership team is then able to provide support to classroom teachers and students that have exhibited the greatest need. Also in effective schools, classroom behavior is consistent throughout the school. Students are taught the skills of self-discipline and self-management.